



SPRING 1999 CATS ASSESSMENT

Open-Response Item Scoring Worksheet

Grade 12 — Writing Task 7

The **academic expectation** addressed by this task is:

- 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

The **core content** assessed by this task is Transactive Writing.

Transactive writing is informative/persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives. In transactive writing, students will write in a variety of forms such as the following:

- letters
- speeches
- editorials
- articles in magazines, academic journals, newspapers
- proposals
- brochures
- other kinds of practical/workplace writing

Characteristics of transactive writing may include

- text and language features typical of the selected form.
- information to engage the reader and to clarify and justify purposes.
- ideas to communicate the specific purpose for an intended audience.
- explanation and support to help the reader understand the author's purpose.
- well-organized idea development and support (e.g., facts, examples, reasons, comparisons, anecdotes, descriptive detail, charts, diagrams, photos/pictures) to accomplish the specific purpose.
- effective conclusions.

Situation:

Your local school board has been looking into mandatory year-round schooling for students. This would consist of a revolving schedule that has students attending school for nine weeks, then off three weeks with an extended summer break of five weeks. The state has decided to allow local school boards to decide whether to implement this plan. Clearly there are pros and cons to this issue. The chart below lists some of the advantages and disadvantages that people have suggested for year-round schooling.

PROS

- Improves student attitude toward school
- Results in less boredom and greater enthusiasm among students
- Provides more personalized education services
- Lessens teacher "burnout" by providing more frequent (but shorter) vacations
- Allows families to enjoy a wider variety of vacation experiences throughout the year

CONS

- Year-round schedule may interfere with sports programs and other extracurricular activities
- May interfere with some traditional summer activities such as jobs
- Families may have children on different schedules
- Working parents may find it difficult to arrange child care during vacations
- Family lifestyle may be altered by eliminating traditional three-month vacation

Writing Task:

Write a letter to the Commissioner of Education about your thoughts in response to the proposal.



KENTUCKY WRITING ASSESSMENT

Holistic Scoring Guide

NOVICE	APPRENTICE	PROFICIENT	DISTINGUISHED
<ul style="list-style-type: none"> Limited awareness of audience and/or purpose Minimal idea development; limited and/or unrelated details Random and/or weak organization Incorrect and/or ineffective sentence structure Incorrect and/or ineffective language Errors in spelling, punctuation, and capitalization are disproportionate to length and complexity 	<ul style="list-style-type: none"> Some evidence of communicating with an audience for a specific purpose; some lapses in focus Unelaborated idea development; unelaborated and/or repetitious details Lapses in organization and/or coherence Simplistic and/or awkward sentence structure Simplistic and/or imprecise language Some errors in spelling, punctuation, and capitalization that do not interfere with communication 	<ul style="list-style-type: none"> Focused on a purpose; communicates with an audience; evidence of voice and/or suitable tone Depth of idea development supported by elaborated, relevant details Logical, coherent organization Controlled and varied sentence structure Acceptable, effective language Few errors in spelling, punctuation, and capitalization relative to length and complexity 	<ul style="list-style-type: none"> Establishes a purpose and maintains clear focus; strong awareness of audience; evidence of distinctive voice and/or appropriate tone Depth and complexity of ideas supported by rich, engaging, and/or pertinent details; evidence of analysis, reflective, insight Careful and/or subtle organization Variety in sentence structure and length enhances effect Precise and/or rich language Control of spelling, punctuation, and capitalization

SCORING CRITERIA

CRITERIA	OVERVIEW
PURPOSE/AUDIENCE	The degree to which the writer <ul style="list-style-type: none"> establishes and maintains a purpose communicates with the audience employs a suitable voice and/or tone
IDEA DEVELOPMENT/SUPPORT	The degree to which the writer provides thoughtful, detailed support to develop main ideas(s)
ORGANIZATION	The degree to which the writer demonstrates <ul style="list-style-type: none"> logical order coherence transitions/organizational signals
SENTENCES	The degree to which the writer includes sentences that are <ul style="list-style-type: none"> varied in structure and length constructed effectively complete and correct
LANGUAGE	The degree to which the writer exhibits correct and effective <ul style="list-style-type: none"> word choice usage
CORRECTNESS	The degree to which the writer demonstrates correct <ul style="list-style-type: none"> spelling punctuation capitalization

INSTRUCTIONAL ANALYSIS

<p>Examining instructional strengths can assist in improving writing and learning in your school. Student portfolios can provide evidence of instructional practices. This section of the Holistic Scoring Guide is provided to assist teachers in identifying sustained evidence of instructional practices through examination of student products. When scoring a student portfolio, scorers may identify <u>any number</u> of the instructional strengths listed below.</p> <p>Each bullet uses language found in the PROFICIENT cell and should be marked if the sustained performance in the portfolio demonstrates that the student has applied instruction at the proficient level in any one or more of the following areas:</p> <ul style="list-style-type: none"> Establishing focused, authentic Purposes Writing for authentic Audiences, situations Employing a suitable Voice and/or Tone Developing Ideas relevant to the purpose Supporting ideas with elaborated, relevant Details Organizing ideas logically Using effective Transitions Constructing effective and/or correct Sentences Using Language effectively and/or correctly Editing for correctness

COMPLETE/INCOMPLETE PORTFOLIOS

<p>A portfolio is <u>incomplete</u> if it does not contain:</p> <ul style="list-style-type: none"> Writing in each category Reflective (Letter to Reviewer), Personal, Literary, and Transactive Required number of pieces in each category <ul style="list-style-type: none"> 4th grade—4 pieces 1 in each category 7th and 12th grade—5 pieces 1 in each category 1 extra in either personal, literary, or transactive Completed Table of Contents Title, Category, Study Area, & Page Number for each piece Signed Student Signature Sheet Required number of Content Piece(s) (pieces from content areas other than English/language arts) <ul style="list-style-type: none"> 4th and 7th grade—at least 1 content piece 12th grade—at least 2 content pieces <p>A portfolio is also incomplete if any pieces</p> <ul style="list-style-type: none"> are proven to be plagiarized. are different from those listed in the Table of Contents. are written in a language other than English. demonstrate only computational skills. consist of only diagrams or drawings. represent a group entry.



SPRING 1999 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Sample of Proficient Response of Student Work

Student Response

Dear Commissioner of Education,

Some might say that if things aren't broken don't fix them, but I think our educational system has been broken for quite some time now. We are long overdue for the changes necessary for a better education of our students as well as a better working environment for our students and teachers. I think the proposal of year-round schooling will enable these necessary changes to be made with much success.

All too often we encounter students with major disciplinary problems due to the fact that they hate school, they're bored with it, and they need a break. The idea of year-round schooling will allow students, as well as teachers, time to rid themselves of the boredom of constant schooling without several breaks. This proposal consists of a revolving schedule that has students attending school for nine weeks, then off three weeks with an extended summer break of five weeks. I have noticed a want for a break from school. This proposal might increase the enthusiasm of all students and provide a better working environment for students, because let's face it, if a kid doesn't feel good about what he or she is doing, that kid isn't going to learn.

← This response to Task 7, a letter to the Commissioner of Education regarding year-round school, is an appropriate response to the task. The writer is focused on the purpose (the introduction acknowledges the need for change — “We are long overdue for the changes necessary for a better education of our students as well as a better working environment for our students and teachers.”) with depth of idea development (discussing major disciplinary problems “a noticed want for a break from school” and of boredom relieved by “a revolving schedule” and “might increase the enthusiasm of all students and provide a better working environment for students.”). Organization is in a logical manner supporting the need for more frequent breaks for teachers and students. The writer uses acceptable language and there are few errors. This piece portrays characteristics of a proficient writer.



SPRING 1999 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Sample of Proficient Response of Student Work (cont.)

Student Response

(continued...)

I see this proposal as a way to change the attitudes of students, hopefully improving their outlook on school. Humans are curious creatures. We love to get our feet wet in most changes. Maybe a change in the schooling schedule would intrigue students enough to make them come to school and see what it's all about. Who knows, maybe student attendance will rise. If they're in class, maybe they will retain at least one thing they hear.

Everyone needs vacations, even teachers. Many times we see teachers that are "burned out". Let's think about this statement I have just made. If teachers are "burned out," how will the students learn. Hardly anyone loves every aspect of their job and if you do, you're lucky. Year-round schooling provides more frequent vacations for teachers, although they are shorter. This change might lessen the amount of teacher "burn outs."

Not only teachers need vacations but parents and families do as well. Many times working parents have set days for vacations but the children are in school. Without thought many parents take the child with them during the school days. The child then falls behind in classes and spends most of his or her time trying to catch up. The three week period of time the children are off from school between sessions will provide a window of ample time for families to vacation together. The attendance of students will rise and students won't be behind in their classes.



SPRING 1999 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Sample of Proficient Response of Student Work (cont.)

Student Response

(continued...)

These are just a few of the advantages to year-round schooling. No one should be afraid of failure because it is through failure that we truly succeed. Even if the year-round schooling program is a failure, revisions can be made in order to make it work.

Sincerely,

Concerned Student



SPRING 1999 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Sample of Apprentice Response of Student Work

Student Response

Dear Comissioner of Education,

I am writing to tell you what I think about the mandatory schooling for students. I am a student myself and my own opinion about it is. It's great! I think that I will love it. Although there are a few drawbacks to it, I like the idea of year-round schooling.

I like the idea of going 9 weeks and then getting off 3 weeks, and then the 5 week vacation in the summer. I think that it will keep students more interested in school, because they won't be as bored. And it will allow families to take vacations all year round. Such as a family can take a vacation somewhere in the winter and go skiing, or take one in the fall and go camping and fishing, or even take a vacation in the spring and do something. From as far back as I can remember The only time families got to go on vacation, to where their children wouldn't miss school, was in the summer. I don't find anything wrong with the summer time, but I think it would be fun to take a vacation in the fall, winter, or spring and do some of those activities you do during that time.

This response to Task 7, a letter to the Commissioner of Education regarding year-round school, is an appropriate response to the task. There is evidence of addressing an audience, however, a lapse in focus due to the writer's rambling is distracting since the writer seems to be searching for their opinion ("Some people may not like it but I am speaking for myself as a student" and "But as I said before, I am speaking for myself and I think that when writing this letter I am speaking for behalf of my fellow students" and "although it may interfere with sports and other extra curricular activities, it will give the team a chance to have longer and better practices."). The repetitious details result in unelaborated idea development along with simplistic word choice ("speaking for myself as a student" and "it will keep students more interested") exemplify apprentice traits. This piece portrays characteristics of an apprentice writer.



SPRING 1999 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Sample of Apprentice Response of Student Work (cont.)

Student Response

(continued...)

I admit there are a few drawbacks to this new feature. Some people may not like it but I am speaking for myself as a student. I think I will like it. Although it may interfere with sports and other extracurricular activities, it will give the teams a chance to have longer and better practices. Some parents may not like it because they may be divorced and only get to see their kids on a certain schedule or working parents may have trouble finding a babysitter. Some students may want to or have to get a job in the summer and they won't be able to.

But as I said before, I am speaking for myself and I think that when writing this letter I am speaking for behalf of my fellow students. Because although some parents may not like it you have to look at it through the eyes of the students and teachers, because the parents aren't going to be going to school. I know some students, parents and teachers won't like it but you should just have a vote and do what you think is best.



SPRING 1999 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Sample of Novice Response of Student Work

Student Response

Dear; Commissioner

In my opinon on This Proposal I think it is a good plan Because it will give students a litte Time off between grading periods. Give them time to clear their Heads. They will most likely not get tired of school as fast as thay would on the normal schedule and still get summer break.

Another big abvantage to year around school is that you can plan vactions for some othe time other than summer.

But as every thing go's This is going to be better for some people more than others. The people how have job a depend on school so thay do not hove to find people to wach their kids.

But over all I think it is a good plan to go with year around school.

This response to Task 7, a letter to the Commissioner of Education regarding year-round school, is an appropriate response to the task. Though the paper starts out "in my opinion this proposal..." the purpose of the letter is not identified until the second paragraph. Ideas are presented in an attempt to support year-round school; however, ideas are minimally developed and the organization is weak. As well, there are several mechanical errors in this piece. This piece portrays characteristics of a novice writer.



SPRING 1999 CATS ASSESSMENT

Open-Response Item Scoring Worksheet

Grade 12 — Writing Task 8

The **academic expectation** addressed by this task is:

1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

The **core content** assessed by this task is Transactive Writing.

Transactive writing is informative/persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives. In transactive writing, students will write in a variety of forms such as the following:

- letters
- speeches
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- ideas to communicate the specific purpose for an intended audience.
- explanation and support to help the reader understand the author's purpose.
- well-organized idea development and support (e.g., facts, examples, reasons, comparisons, anecdotes, descriptive detail, charts, diagrams, photos/pictures) to accomplish the specific purpose.
- effective conclusions.

Situation:

In an effort to increase time in class and avoid problems with students in the halls, your principal has announced the following policy: "All travel times between classes and before and after lunch will be decreased by two minutes from this time forward."

Writing Task:

Write an editorial for your school or local newspaper that tells what you think about the principal's announcement. Be sure to explain the reasons for your position.



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Sample of Proficient Response of Student Work

Student Response

From the Editor of the Bearcat News:

Visualize this situation: You quickly slam your locker shut, and your eyes rapidly scan the hallway. On your right is the restroom, on the left, your third period Algebra class. You look longingly toward the restroom, then back across the hall where you can see your teacher, Mrs. J, standing the front of the room, barking orders like a drill sergeant. Do you head straight to class, or do you choose relief? Your eyes continue to dart back and forth. You're getting a headache, and the whole hallway starts spinning. The pressure is too much! Then suddenly - RRRRRRING! If you'd only had just a little more time, perhaps two minutes, you could have prevented this sequence of events, satisfying yourself and Mrs. J! Since our principle announced last week that transit time between classes would be decreased from five minutes to three minutes, loss of restroom privileges is just one way in which student life has suffered.

One of the reasons given for this change in policy is an increase in the amount of time spent in class. Two years ago, High School adopted block scheduling, in which we have four classes each day instead of six. Under this policy, we already spend 86 minutes in each of our classes every day. For instructional purposes, the two extra minutes of class time is not a great benefit to teachers, and it tends to make students even more restless.

← This response to Task 8, an editorial regarding decreased travel time between classes, is an appropriate response to the task. The response shows true understanding of an editorial nature. From the opening an authentic and effective communication with the audience is created and maintained (visualization of the hallway). Idea development shows depth supported by elaborated, relevant details. Organization is logical, in fact careful, in its methodical response to the announcement. Language ("The small energy boosts", "is inadvertently" and "students who are diligent") and sentence structure enhance the effect. This piece portrays characteristics of a proficient writer.



SPRING 1999 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Sample of Proficient Response of Student Work (cont.)

Student Response

(continued...)

Many students, such as myself, make use of the five minutes between classes. For some, the transition time is a good opportunity to relax and socialize with one another before beginning their next class. These small breaks can give a student the small energy boost they need to regain concentration for class. Other students use this time in other ways. If there was a problem or question that the student did not understand on the previous night's homework, this time can be used to address these concerns with the teacher.

The second reason given for shortening transit time was to avoid problems with students in the halls. By saying this, the administration is inadvertently punishing those students who do not cause trouble. If students feel they must settle their differences during school, it is likely that they will not care if they are tardy to class. On the other hand, those students who are diligent about reporting to class on time are the ones who will feel the effects of this ruling. I thank all readers for considering these viewpoints, and I encourage you to respond. Only when we express what we would like to see happen do we become a part of the solution.



SPRING 1999 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Sample of Apprentice Response of Student Work

Student Response

There was word today that students have been getting in trouble in the halls at breaks, and that there is not enough time being spent in class. So as we all heard the principal as he announced the following policy: "All travel times between classes and before and after lunch will be decreased by two minutes from this time forward."

I do not agree with this policy, and I don't think that this is a very good idea at all. Because it is hard enough trying to stay out of trouble with the teachers right now. And if they put us in that one class any longer, all we are going to do is get more frustrated with the teachers, and then when we do get a break all we are going to want to do is fight or cause trouble to releive tension.

Another reason I do not think this is a good idea is because everyone is going to be even more late now than they used to be, because if you take two minutes off of every travel time or break, then that is two minutes less we have to go to our locker, get our books, and then get back to class.

And there is one last reason I do not think this policy should go into effect and it is because if the students do not get any kind of break in between classes all the kids are going to be so mad all the time, and if they are always mad then then they do not want to learn. And if they are not going to learn anything, and they hate school, they are not going to come. Because you have to make school a little fun, because then they will always be in a good mood.

← This response to Task 8, an editorial regarding decreased travel time between classes, is an appropriate response to the task. Idea development is unelaborated since the writer never moves beyond a simple aspect of an issue ("hard enough to try to stay out of trouble", "everyone is going to be even more late", and "kids are going to be so mad all the time and if they are always mad then they do not want to learn."). Word choice and sentence structure are simplistic. There are some errors in sentence structure, but this doesn't interfere with communication. This piece portrays characteristics of an apprentice writer.



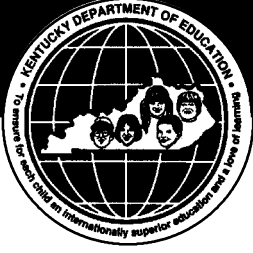
SPRING 1999 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Sample of Apprentice Response of Student Work (cont.)

Student Response

(continued...)

So in conclusion I do not think that the principal should follow through with this policy. If you are having trouble make new rules. But don't change the time. It will make this school a better place.



SPRING 1999 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Sample of Novice Response of Student Work

Student Response

I think that only two minutes is not enough more class time to make any difference in what we learn the only thing that is going to do is cause kids to have to go the Bathroom during class instead of Between classes due to not enough time to go inbetween class so I think it is a Bad idea and should not Be done, but I think it was a good attempt by the principal to help us learn.

← This response to Task 8, an editorial regarding decreased travel time between classes, is an appropriate response to the task. There is a lack of purpose and focus. Ideas are minimally developed and the piece is randomly organized. Errors are disproportionate to the piece. This piece portrays characteristics of a novice writer.